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ABSTRACT

In 1979 a project was undertaken to evaluate the Institute of Study for Older Adults (ISOA) Liberal Arts program, a unit of the City University of New York which provides noncredit, off-campus liberal arts classes for the elderly poor of New York City. The evaluation sought to determine the demographic characteristics of program participants; the relationship of learning with factors of social adjustment, self-esteem and life satisfaction in the aged; and the effectiveness of certain program operations. This seven-part report describes the Liberal Arts program as well as the evaluation effort and its results. After Part I reviews the scope and purpose of the evaluation project, Part II provides background on New York City Technical College, the Institute, and current challenges to the ISOA. Part II goes on to offer ISOA's view of general education as the application of academic disciplines to the lives of the elderly, and to outline five desired student outcomes. Part III introduces the evaluation project and the survey methodology used. The scales used on the questionnaire determined demographics, community activities and perceptions, perceived well-being, self-determinism, social interaction, social network assessment, course and teacher evaluation, and course effects on life satisfaction. Part IV presents and analyzes the results of the study, comparing ISOA participants with control groups, and also examines student and staff responses to the evaluation. The questionnaire and data tables are appended. (KL)

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AN EVALUATION OF

THE LIBERAL ARTS PROGRAM

OF THE

INSTITUTE OF STUDY FOR OLDER ADULTS

NEW YORK CITY TECHNICAL COLLEGE
DIVISION OF CONTINUING EDUCATION
300 Jay Street
Brooklyn, N. Y. 11201

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July 22, 1981

Dear Colleague:

We are pleased to enclose a copy of An Evaluation of the Liberal Arts Program of the Institute of Study for Older Adults.

We have not included a copy of the appendices. If you are interested in seeing a copy of the appendices, please let us know.

If you have any questions or comments on the Report, we would like to hear from you. Please address your letters to Nancy Pierce, the current Director of the Institute.

Sincerely,

Peter W. Oppenheimer, Ph.D.
Coordinator of Adult Programs

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TABLE OF CONTENTS

		PAGES
	Abstract	i
1.	Background	
	A. Institution History	1
	B. Program History	1
II.	Liberal Education in Institute of Study for Older Adults Context	12
III.	LEVA Project/Purpose of the FIPSE Project	16
IV.	Project Evaluation	
	A. Introduction	17
	B. Description of Scales	21
	C. Examination Plan	26
	1) Overview of Study Plan	26
	2) Ten-Year Growth Patterns of the Liberal Arts Program as a Whole	27
	3) Results	28
	a) Demographics of the Selected 180 Elders	28
	b) Profiles of the Selected Nine Centers	29
	c) Examination of the Three Experimental Groups	31
	- Demographics	31
	- Life Satisfaction/Social Interaction	32
	d) Group Characteristics - Discriminant Analysis	34
V.	The Evaluation: Subjective Program Evaluation by I.S.O.A. Students	36
VI.	Discussion	40
VII.	Meta - Perspectives and Implications on Evaluating Liberal Arts Education	45
APPENDIX		48
	1. Questionnaire	49
	II. Brief Descriptive Summary of Scales	65
	III. Tables and Graphs	67
	IV. Center Profiles	71
	V. Correlational Analysis	76
	1. Correlational Analysis of Selected Demographics and Dependent Measures	77
	2. Correlations between Wellbeing and Social Behaviors (Network and Interaction)	80
BIBLIOGRAPHY		82

AN EVALUATION OF THE LIBERAL ARTS PROGRAM

OF THE

INSTITUTE OF STUDY FOR OLDER ADULTS

ABSTRACT

I. Project Overview and Purpose

A. Project Overview

The Institute of Study for Older Adults Liberal Arts Program (ISOA), a project of the Division of Continuing Education of New York City Technical College, a unit of C.U.N.Y., has for 12 years involved the elderly poor of New York City in noncredit, off-campus liberal arts classes. In the fall of 1979, a 17 month grant from FIPSE, to evaluate the impact of liberal education on older students as part of LEVA/National Project IV, provided the first opportunity to examine the demographic characteristics of those served, the relationship of learning with factors of social adjustment, self-esteem and life satisfaction in the aged, and the effectiveness of certain program operations. The evaluation design sought to quantify impacts described anecdotally by students, faculty, and staff of "host" agencies. Predicted effects - increases in size and level of interaction with the student's social network, in the student's sense of well-being and self-confidence, and involvement in community activities - were not confirmed. Significant differences between learners and those who chose not to participate in ISOA classes did emerge: coursetakers were much more likely to be married, rather than widowed or divorced, better educated, and much less satisfied with their lives than their peers. However, scores on scales designed to quantify responses to the classroom experience indicated that the project fulfills some needs. Almost unanimously, students felt more confidence and control over their lives, that life was worth living and hard times more tolerable, and their friendships and social activities had improved as a result of taking a class. The study implies that, whatever the "effect" of education for the older student, it neither "improves" social adjustment, nor helps students accept the constrictions of growing old. Rather, liberal education, by integrating past and present concrete experience with the conceptual frameworks of the disciplines, may contribute to the maturation of those who, sensing some discomfort, seek to question the meaning of life as it nears its end.

B. Purpose

The ISOA emphasizes 3 major goals as the ultimate aims of the Liberal Arts Program: (1) all courses are designed to complement, never compete with, the program offerings of the "host" social service agency whose clients or members are the students, (2) program sites are so selected as to serve the undereducated elderly poor-those who have never had the chance for higher education; (3) academic content and the active participation of students in the choice of the discipline to be examined and design of the course are stressed. The project has succeeded in attracting and retaining large numbers of students (between 4,000 and 5,000 per year) seen by most educators as uneducable because of low literacy levels and lack of previous exposure to intellectual inquiry. Nonetheless, the program's marginal status - existing on the periphery of the fields both of education and service to the aging, has resulted in an instability pattern of support. Learning has viewed as a "frill" by aging policymakers; educators see older learners as an appropriate target group only when they or a grant in their behalf can pay the costs. Learning priority for those whose support is essential. Within this context, then, the LEVA evaluation was seen as an opportunity to translate anecdotal reports of dramatic change in both self-concept and behavior of individual ISOA students into quantitative measures. As part of the National Project IV effort, concurrently, the relevance of the traditional goals of Liberal education for older students was also explored.

II. Background and Origins

One goal has guided all policy and operations of the Division of Continuing Education, growing out of the technical training emphasis of New York City Technical College: to provide the chance for learning to populations heretofore ignored by higher education. In this context, when in 1969 the Associate Dean was approached by a group of older adults associated with Maimonides Mental Health Center, it seemed appropriate to organize a college course in Psychology as requested. Similar requests followed, and over the next year the program grew to 52 centers. After that the success rate of operation was only a factor of available funds which came from various sources, including city, state and private foundations. The program now serves between 4,000 and 5,000 adults, attending 150 courses in 75 senior centers, libraries, nursing homes, and geriatric clinics yearly. Courses are conducted in a 1½ hours discussion format for a nine week period; students attending 7 out of 9 sessions receive certificates of completion.

The ISOA's goal of providing access to a liberal education for those who never had a chance mandates insistence on academic content and intellectual challenge. In practice, this requires strong resistance to attempts to "water down" the curriculum, insistence on rigorous teaching by instructors fully qualified in the content areas, and sensitivity of both administration and faculty to ageism, not only in staff of the agencies served by the program, but also in their students and themselves. The ISOA student does differ from young adults in certain respects. The motivation and interest in learning, the cognitive capacities of those long separated from the classroom and the maturity and experience of the older student require particular focus on helping these learners make the connection between the conceptual frameworks within disciplines and the concrete realtiy of their life, both past and present. Both administration and faculty deliberately emphasize student involvement in determining both course content and learning objectives, within the framework of the traditional academic disciplines. Administrators meet with students to choose the topic to be offered, often helping groups design specific courses, and faculty employ a variety of techniques to help the older students articulate their learning needs and interests within particular disciplines. Such flexibility in program design, curriculum, objectives and criteria for success is a function both of ISOA's existence within a technical college with a commitment to servicing those previously bypassed by higher education, and of effective linkages with the various agencies and institutions with which the project interfaces.

Project Description

The evaluation sought to document and quantify effects described in anecdotes by students, faculty and agency staff-positive changes both in the learner's view of himself and his world, and in social behavior. Unfortunately, the pre-/posttest design which could measure such effects directly was not feasible in the 17 month period allowed by the grant. However, it was assumed that students enrolled consistently over several years in ISOA classes would behave differently from their peers as a result of the experience. Thus the hypothesized impact of liberal education would be reflected in students' greater sense of independence and autonomy, more extensive social support systems ("networks") and greater social interaction, involvement in community activities, and sense of life satisfaction than their counterparts. To test this hypothesis, from a list of centers in the program 3 years or more, 10 agencies were randomly selected; from those served by these agencies, a sample totalling 180 was drawn (20 from each of the 9 agencies which participated). Three groups, all randomly selected, composed the sample, from each agency 10 students who had completed 3 or more ISOA classes, (total 90) 5 active members who had taken no classes, (total 45) and 5 members who seldom participated in any center activity (total 45). A questionnaire with scales designed to measure the size of the subject's social network and degree of social interaction, feelings about and involvement with his community, sense of satisfaction with life, was administered to the entire sample. Demographic data was sought from all 3 groups, and several scales designed to elicit a quantitative measure of the students' response to taking a class were also included, for the students but not the

controls. (Two control groups were included to permit comparison of the "avid student" not only with his peers in the senior center but with community residents.)

Outcomes and Impacts

Analysis of the resulting data failed to confirm the hypothesis. ISOA students were not more satisfied with life, socially active, or involved in their communities; and they did not have larger social networks than the control groups. (In fact, although they reported that taking courses resulted in the predicted changes, on the Perceived Well-Being Scale (a measure approximating life satisfaction) the learners scored lower than those who didn't take courses.) Analysis yielded 3 discrete sets of data: 1) demographic characteristics of the sample; 2) scores on scales for Perceived Well-Being Social Network, Social Interaction, Community Perception and Community Involvement for all 3 groups, and ; 3) quantitative measures of students' response to the program. Major significant results included: 1) demographic differences between groups - course takers were slightly younger, more likely to be married, less to have been widowed or divorced, and better educated than both control groups; 2) although there was no significant difference in feelings about, or involvement in, their communities, in their social activities, or in their living situations, coursetakers were much less satisfied with their lives than both control groups, and 3) despite their lower sense of well-being, students themselves reported dramatically positive changes resulting from the experience. Students felt that choosing their own courses gave them a feeling of confidence and control over one's life; that life was better, more worth living, and hard times more tolerable, and; that both friendships and social activities had increased as a result of taking ISOA classes.

Thus, the scores on scales designed to quantify life satisfaction, social network, etc., contradict the effects reported by ISOA students when asked directly. Conceivably, these particular scales were inappropriate instruments for use with this population; certainly future investigations will utilize qualitative data from open-ended interviews as well as quantitative measures. Nonetheless, these results imply certain possibilities. Factors not explored in this study - i.e. declining health and income, role loss - have far greater direct impact on the quality of the older person's life in this country than education could. Possibly ISOA coursetakers, are, for some reason, less willing to deny this pain and the losses implicit in growing older than their peers. These older student's had, on the average, 2 years more previous formal education than the other members of their centers. Possibly the questioning of the ordinary encouraged by learning discourages acceptance of the banality of the restrictive existence of the aged. Those who feel some sense of discomfort with the norm (i.e. the more highly educated) may seek out what opportunities for growth or understanding present themselves within the constricted boundaries of their lives (such as the ISOA program). The students' positive response to the classroom experience implies that.

I. PROJECT OVERVIEW AND PURPOSE

The FIPSE funded project has allowed ISOA to examine several aspects of its program operations and program effects. It has also allowed the first demographic analysis of the population it serves. Although the administration had a strong sense that ISOA was succeeding in its intended goal to bring academic courses to a poor, undereducated population and to bring deep satisfaction to its students, there had never been the opportunity such as offered by the LEVA Project - for systematic testing of these beliefs.

Specifically, ISOA administrators wanted to know the reasons underlying its enormous success in teaching New York City elderly over 10+ years. In attempting to understand and define this success, an innovative approach which examined the impact of the program on several social/psychological variables were explored. Since urban elders' major problem seems to stem from a sense of isolation and loneliness, the project addressed itself to measuring changes in social interaction and general life satisfaction as a factor of being an ISOA student.

Our understanding of the problem subsequently changed because of the project. We learned that life satisfaction among older adults is more intricate than expected, being subject to social influences other than the immediate effects of classroom learning and interaction. Due to rather inconclusive and puzzling

findings, we know now that these social influences (i.e., marriage, widowhood, ethnicity, etc.) should be studied further. However, we found that when asked to evaluate the effects of learning, students responded in terms almost unanimously indicating that their life satisfaction had increased.

There is the potential to replicate the present examination approach to other settings. Excluding the scales not standardized on the elderly population (see Description of Scales in Section IV), the evaluation portion of the project can be an excellent tool for other older adult educational programs. It was this aspect of the project which not only clarified our stated program goals but gave other dimensions to possible program impacts (i.e., utility of giving certificates, having a graduation, of bringing courses to the community, etc.). On the whole the findings reaffirmed our knowledge that older adults respond positively to liberal arts education.

II. Background

A. Institutional History

New York City Technical College, formerly known as New York City Community College, the oldest and largest in the city, was organized originally as a technical institute, and retains a strong orientation to technical vocational training in areas such as Allied Health Science, Marketing, Nursing, Dental Hygiene, Opthalmic Dispensing, Radiologic Technology, Dental and Medical Laboratory Technology. The college is a unit of the City University of New York, serving a inner-city, largely minority, working class student body of 13,000, primarily under 30, many attending part-time.

The Division of Continuing Education of NYCTC has used the institution's technical expertise to develop programs for clientele who have been bypassed by higher education. Programs have been developed providing training in pest control, welding, digital electronics, machine tool technology, etc. for ex-offenders, ex-addicts, minority groups, low-income women, and the deaf. In 1980-81, the Division conducted funded programs totalling over $1 million.

B. Program History

Initiation:

One goal has guided all policy and operations of the Division of Continuing Education, growing out of the technical training emphasis of New York City Technical College: to

provide the chance for learning to populations heretofore ignored by higher education, and presently unserved by units of CUNY or private institutions. In this context, when in 1969 the Associate Dean was approached by a group of older adults associated with Maimonides Mental Health Center, it seemed appropriate to organize a college course in Psychology as requested. Similar requests followed, and over the next year the program grew to 52 centers, with minimal instructional support from the college. Beginning in 1970, grants from the New York Community Trust permitted gradual expansion till, by 1972, 93 courses were offered throughout the city. Supported by a combination of funding from both New York State and the New York Community Trust the project eventually reached a high of 163 courses offered in 1974-75. In 1976, just as the City University had agreed to assume the responsibility for funding the program, New York City's fiscal crisis intervened, causing total loss of funds for the project. Over the next 6 months, again with a grant from the New York Community Trust, the Division sought support for the project from other sources. These efforts were rewarded when, in 1976, the New York City Department for the Aging assumed funding responsibility for the project under Title 3B of the Older Americans Act. At this time a consortium of the seven CUNY community colleges was organized by the Division, to reduce administrative costs and

increase coordination of educational services to the elderly. The Divisions of Continuing Education of these institutions have, since that period, organized and monitored ISOA classes in their respective geographic target areas, under the leadership of ISOA staff at LYCTC. Subsequent support has been primarily from the New York City Department for the Aging, under Titles IIIB and X, with supplemental grants from the New York Foundation, the New York Community Trust, Con Edison, and others.

Implementation:

The program now serves between 4,000 and 5,000 older adults, attending 150 courses in 75 community sites yearly. All courses are free and bear no credit. They range from Philosophy to Anthropology, Comparative Religion to World Peace. The courses, selected and designed with the students, are conducted at the outreach sites. Once the subject has been chosen, a teacher is selected and meets with the students to conduct the class. The course is then taught at the site for a nine week period, each session lasting 1 1/2 hours in a discussion format. At the conclusion of the sessions, a certificate is given to each student who attends 7 out of the 9 sessions. Moving away from grades, examinations or an achievement performance, students receive certificates of completion based upon attendance. The program accounts for the needs of this particular group of

learners in both outreach and curriculum design - by taking courses off-campus and involving students in choice of content.

The program model developed from the original outreach classes has been modified administratively several times, to accommodate the reauirements of varying funding patterns and priorities of granting agencies. However, the goal, objectives and modes of operation have been consistent throughout the project's history.

1) Rather than set up a separate, academically based service program, the college is committed to cooperate, rather than compete with, what is known as the "aging network" - those agencies charged with providing basic nutrition, social service, health care and referral services to the elderly. Believing these services are best performed by those agencies with explicit missions in these areas rather than an educational institution, the Division deliberately declines to seek funding for services for the elderly performed by many other colleges throughout the country, such as transportation, RSVP (volunteer projects) and lunch programs. Rather, the various projects developed by ISOA seek always to enhance, rather than duplicate, programs of these agencies. Program objectives

have focussed on those services which educational institutions can and should provide, whether in liberal education, peer training, or education for survival needs. 2) The mission of the Division of Continuing Education of NYCTC - to provide educational opportunities for those previously bypassed by higher education - has led to the targeting of the elderly poor, particularly minorities and white ethnic working class older persons. The program deliberately tries not to serve those groups which have the disposable income to pay tuition, or for whom other programs are accessible, either due to their own mobility or the neighborhood in which they live. Rather, by choice of sites, classes are offered to older people who have never attended college, or even high school - the black domestic or field hand, the Hispanic veteran of the garment industry's sweatshop, the working class housewife, the factory worker and building superintendent. 3) Most programs for the elderly, even those conducted by colleges and universities, are primarily recreational, seeking to teach crafts skills, or otherwise fill "leisure" time productively, rather than to promote cognitive, intellectual or personal growth. The ISOA's mission - to provide access to a liberal education for those who never

had a chance - mandates insistence on academic content and intellectual challenge. In practice, this requires strong resistance to attempts to "water down" the curriculum, insistence on rigorous teaching by instructors fully qualified in the content areas, and sensitivity of both administration and faculty to ageist attitudes not only in staff of the agencies served by the program, but also in their students and themselves.

4) Nonetheless, the ISOA student does differ from younger adults in certain respects. The motivation and interest in learning, the cognitive capacities of those long separated from the classroom, and the maturity and experience of the older student require particular focus on helping these learners make the connection between the conceptual frameworks within disciplines and the concrete reality of their life, both past and present. Therefore, since the program's inception, both administration and faculty have deliberately emphasized student involvement in determining both course content and learning objectives, within the framework of the traditional academic disciplines. Administrators hold meetings with students to choose the topic to be offered, often helping groups design specific courses, and faculty employ a variety of techniques to help the older students articulate their learning needs and interests within particular disciplines.

Thus, with one group of older students a sociologist might teach a unit on predictors of demographic change in the next three decades in relation to the implications for political or religious life; in another site the same instructor would employ the same material to help students gain insight on changing values and family patterns.

Status Within Institution:

The program model described above requires a complex interfacing of several institutions of higher education with a network of agencies providing social and physical supports for the aging for the provision of learning opportunities. Within New York City Technical College, like all programs operated by the Division of Continuing Education, the ISOA is a separate unit from the credit-bearing associate degree programs. Within the CUNY system, formal relationships with LaGuardia, Borough of Manhattan, and the Bronx Community Colleges and the College of Staten Island are supplemented by intensive collaboration in program development between ISOA administrators and coordinators at each Division of Continuing Education. Similar patterns tie the project to a multitude of service agencies for older people. The Institute staff have established both formal linkages (through service as members of advisory committees, and of coordinating bodies for service providers, such as the Council of Senior Citizen Centers) and informal

working relationships in developing joint programs with organizations as diverse as nursing homes, geriatric clinics, and radio stations.

While these institutions (i.e., the college, the CUNY Community Colleges, the agencies whose clients are students, the NYC Department for the Aging, etc.) value the project's services to the community of elderly poor in the city, for none are such efforts a high priority. Education is viewed by aging policy makers as a "frill" when weighed against the survival needs (for food, housing, health care, physical safety) of the elderly poor. In context of the mission of higher education - vocational and/or personal preparation for life of younger students - liberal arts for older students ranks as a low priority (unless the older student, or a grant on his behalf, can meet the costs). Both perspectives are appropriate in relation to the responsibilities of the institutions, as well as fiscal constriction, yet the net effect is such that no one source of financial, and thus programmatic, stability exists. Thus, the ISOA operates on the periphery of each institution with which the project interfaces, accomplishing the program's objectives primarily through maintenance of informal linkages among program staff of the agencies and colleges involved rather than formal organizational roles.

Such marginal status confers both advantages and disadvantages. Difficulties in communication and coordination

between institutions are counterbalanced by the enhancement, and indeed creation, of new projects for older learners whose conception and operation would be impossible without such cooperation. The lack of stable status within college, university or aging network confers not only anxiety and insecurity, but also a flexibility in program design, curriculum, objectives, and criteria for success enjoyed by few college faculty or social service workers.

Current Challenges:

The marginal status of the program dictates the major challenge of the next few years: to keep the project viable and effective through times of drastic reductions in spending both for services to the aging, and education for adults in diverse arenas. Beyond this goal, however, several continuing objectives will guide the project's direction:

1) To investigate and document the impact of learning on older students. Anecdotal evidence, the self-reports of students, and the implications of some of the findings of the study described in this report indicate dramatic change in individual students as a result of being involved in ISOA classes. Yet even the intensive data collection and analysis has not succeeded in specifying what the effect is, beyond tantalizing clues. The possibilities raised by this initial exploration of the older learner's motivations

and rewards will be further examined in subsequent evaluation research.

2) To maintain the essential academic content and goal of challenge to the older learner. A continuing conflict between the program objectives of the ISOA and of the agencies whose clients are students is inherent in the program design. The elderly poor must depend on professionals as advocates on their behalf, in a system which assumes they are incapable of, and fails to provide the supports for maintaining their own personal health and welfare. As a result, social service staff workers come to perceive their clients as passive, dependent, and needy, as unable to make decisions or act on their own behalf. The institute strives to involve in cognitive growth experiences clients whose other ties to social support systems tend to involve them in a network of dependency. Thus, since the program's objectives contradict the daily experience of both staff and older adults, ISOA staff struggle constantly to maintain the essence of the model - a focus on maturation and growth.

3) Despite continuing difficulties - in administration, funding, and maintenance of academic excellence - and the lack of quantitative evidence of the program's effect, literally thousands of learners viewed by many in the fields of education and aging as "unreachable" and "unteachable" have become involved in learning. This success compels continuing efforts to encourage adaptation of outreach and academic content elements of the program design with other older students.

C. Liberal Education in I.S.O.A.'s Context

Certain assumptions regarding the demographic characteristics and social condition of older urban students underly ISOA's program focus and operation. The students are not only old, but also poor, generally undereducated, culturally and ethnically heterogenerous. A pervasive ageism, often combined with lifelong racial discrimination, engenders varying levels of passivity, depression, and dependence in these urban elderly. ISOA students have internalized widely held sterotypes of themselves as unable to learn or to act autonomously. This internal resistance must be overcome before the older student is ready to learn.

Though economic and psychological factors work against the intellectual stimulation of the older adult, involvement in the choice of a course of study is the first step in the development of the student's sense of motivation and capacity, and the beginning of a process of restoration of a sense of autonomy critical to growth. Of course, ageism is not found exclusively in the ISOA population of lower income elderly, it exists throughout our society. Thus, to combat the perception of the self as too old to learn or grow the older students are encouraged to examine the social institutions through which older people attempt to survive. An essential part of the restorative process is therefore that older students develop awareness of the connections between their personal socio-psychological state

(e.g., passivity, depression, dependence) and the social and economic structures and history of the larger society. Deliberately tying the academic content (i.e., of history or psychology) to the students' past and present life must be an integral part of the teaching/learning process, to encourage the ability to question and examine the human condition. The ultimate goal of making these connections is to nurture minds capable of analyzing and formulating solutions to problems, and of free expression of deeply felt understandings through words or action.

The task of the program, then, is the application of the knowledge constituting the academic disciplines to the situation of older people in 20th century urban America. Traditional liberal education often has similar objectives for youth (development of the ability to apply what is learned to life). The difference in the ISOA is that knowledge is applied not to young life flowering into its intended early adult goals, but to life as a continuous process of growth and maturity. This process helps the older student to view late life as a viable period of human existence, rather than the emptiness to which industrial society relegates its non-producing leftovers. Liberal education in this context encourages the sense of life unfolding continuously, by connecting the traditional and classical works of literature, history, science, philosophy, the arts, etc., with life's stages of development - each stage with its

own particular tasks to accomplish and problems to resolve. Liberal education at ISOA epitomizes the concept of learning as a necessary adjunct to adult development, rather than preparation for adult life.

ISOA engages in liberal education in the most literal sense. Its goals are to effect a "liberalizing" or "freeing" of the self through the examination of individual values in the light of a rapidly changing world. This literal definition is implied by ISOA staff's use of such descriptive language as "self actualization", "search for truth", "finding fulfillment", "freedom to be fully human", etc. Concrete student outcomes, denoted in such language as "core" or "minimal competency", "preparation for life work", "curriculum", "requirements", etc., are inappropriate assessment criteria in this context. The anticipated impact on students which might be measured quantitatively - to develop skills needed to express ideas, to see alternatives and choose courses of action - is not expected to result from one 13-1/2 hour classroom experience, but is cumulative. Ideally, student outcomes include:

- developing conceptual frameworks for understanding the social contexts of problems of aging
- learning an intellectual attitude which would allow using a holistic approach in viewing and explaining life events
- learning to become consciously aware of the value of living a life

- developing strategies for coping with being an older person
- learning to act with dignity and assertion in a society pervaded with ageist attitudes and behaviors.

Inherent in these expected outcomes is the belief that learning must be participatory, and that the life experience of the student is his or her contribution to the classroom, the medium through which peers relate and learn. In fact, peer support is the means by which older adults can become strengthened and unified in their roles within the family, community and society. The aim of the project,then, is to develop in the students social competence - the critical power necessary to examine, question, cope or accommodate and reassess their life experiences so that an adaptive whole emerges. Implicitly, the program hopes to engender individual understandings of the relation of thought to events and theory (or ideas) to action.

The ISOA ideology and program operations have developed concurrently; successive administrators, influenced by faculty and older students, have evolved, clarified and crystallized this philosophy from actual practice. The project's success and subsequent growth - as well as the impact that it has made on students - attests to the value of the liberal arts in educating a nontraditional population.

III. Project Description

A. Introduction

Although the program has grown in its ten years of operation (see Table I), the lack of funds for other than program development has curtailed a systematic examination of program impact. The overall picture of the program is that we serve the poor and minority groups who do not have the educational background or the money to attend courses at formal institutions; the elder students we teach are of various racial and ethnic groups (Black, Hispanic, Chinese, Italian, Jewish and other) and of diverse educational and economic backgrounds. We also have anecdotal evidence from elders that the program supplies them with meaningful learning experiences which enrich their everyday lives and build the kind of awareness and confidence needed to function independently in their communities. What was not known in a systematic way was the extent to which education could impact the overall quality of life of these elderly - a question which became the major focus of this study.

Since such involvement is clearly related to the sustainment and growth of older adults, program objectives have been defined as:

1) Bringing liberal arts courses taught by professional educators to older adults in their communities, thus enlarging the educational opportunities for elders in the City of New York.

2) Helping older adults begin to verbalize their educational as well as social needs.

3) Encouraging the older adults to identify and expand their perception of the qualities of their own lives.

4) Providing settings in which the older adult can test out new roles and new skills - re: leadership, decision making, teaching, group dynamics; for meaningful action to improve the quality of living.

5) Involving the older adult in a process of self-improvement and heightened self-esteem through intellectual pursuit and interaction with others in a world of ideas and knowledge.

6) Advocating for the concept of learning as a lifelong, continuing process which has no limit.

Given our suppositions of program effects and elderly needs, and our apparent growth and success, a comprehensive evaluation of ISOA's liberal arts program has necessitated an examination from several perspectives:

1) Growth rate and descriptive analysis of program operations

2) The effects of the educational experience on overall quality of life

3) The evaluation of the Liberal Arts program by a representative student body

The first step in this evaluation involved the tallying of registration records. The second and third steps involved developing a questionnaire which would test out our program objectives (listed above) and program strengths. We wanted to know if our students were affected by being in the liberal arts program, and if so, were they meaningfully different from elderly individuals not in the program. Having such comparison groups added another dimension to the evaluation and led to interesting formulations of program effects.

In evaluating the program for its effectiveness, it became necessary to refer to the program's objectives, since measures of outcome should correspond with the program's stated goals. These objectives deal with the developing skills of the older adult in that:

1) They learn to verbalize their educational and social needs.

2) They can identify their perception of life.

3) They can test new roles and new social skills, regarding leadership, decision making, group dynamics, for meaningful action to improve the general quality of life.

4) They become involved in a process of self-improvement and heightened self-esteem through intellectual pursuit and interaction with others.

Therefore, in developing the questionnaire, information was included which would indicate whether we were achieving these psychological, social changes in our population (see questionnaire sample in Appendix I). A general description of the scales and how each scale measures these objectives follows. (An indepth description of and rationale for using the scales are in Section II.)

The first program goal involves the act of socializing and so of expanding one's social network. The Social Network and Social Interaction scales give an indication of the quality of life - both of which act to measure goals three and four. Several other sets of questions probe the individuals' feelings toward

their community and the extent of their involvement in community activities and use of community public facilities.

Other than testing for program effectiveness using Life Satisfaction, Social Interaction and Social Network as dependent measures, the questionnaire probed for subjective evaluations of the courses, teachers and pedagogy. Essentially, then, we were looking for program effects on learners as defined by the dependent measures (Life Satisfaction, Social Interaction and Social Network) and an evaluation of program content and program operations.

B. Description of Scales*

The questionnaire which was administered to 180 subjects from 9 senior centers consisted of a number of scales. The reasons for choosing these scales reflected a belief on our part that it would be the social life and perceptions of life satisfaction that would be impacted by being a student of ISOA. We predicted that older adult students would feel more satisfied with life in general, that they would make more friends because of classroom interaction, that as a consequence of learning about themselves they would turn to peers/family for social support and they would perceive the ISOA program (courses, teachers, pedagogy) as meaningful, fulfilling and qualitatively good. To substantiate these projections the questionnaire was developed as follows: (See Sample of Questionnaire-Appendix I)

*Footnote: See Appendix II for brief descriptive Summary of Scales.

1) Demographics - Questions 1 through 11 are standard demographic information. Most of the questions are those used by the Census Bureau. Question #8, dealing with living arrangements, however, is included because we felt it would be an important factor in older adults' lives. Living arrangement is defined as(1) resident in own home or apartment without outside supervision or assistance; (2) resident in own home with supervision or assistance from relatives;(3) or from friends or community agency;(4) resident in the home or apartment of friends or relatives;(5) resident in a hospital, nursing home or other continuous care facility. It was assumed that the conditions under which older adults live would be very important to social life and to perceptions of life. Especially important seemed the difference that might exist between living in one's own apartment or living in a hospital.

2) Community Activities and Community Perceptions - Questions 12 through 17 measure the extent to which individuals are involved in their communities by visiting parks, belonging to block associations, knowing and chatting with neighbors, etc. (Kaplan, 1976). Question #18 contains 6 items which asked individuals to describe their neighborhoods as safe/unsafe, busy/quiet, friendly/unfriendly, interesting/boring, convenient/inconvenient, and made up

of people like us/different people (Kaplan, 1976). Questions 12 through 18 were adapted from a research project conducted for a State Department of Transportation examining the impact of road construction on community mobility (Lehmann & Burgio, 1977). Knowing how older adults felt about their communities and how they utilized communities would be interesting and relevant information to have, particularly for ISOA students. Finding that ISOA students (or non-students, as the case may be) were also active in their communities would help clarify the subjective profiles that have been formulated about these individuals over the past ten years.

3) Perceived Well-Being Scale - 38 items were selected from the Andrews & Withey Perceived Well-Being Scale. Used in studies other than with an aged population, the Perceived Well-Being Scale is a standardized scale and normative data is available in the Andrews & Withey text (Andrews & Withey, 1976). The present investigator has used the scale on the aged population in two other studies: an NIMH Grant Project studying multigenerational family dynamics (Burgio & McCarthy, 1978), and an ISOA pilot study. As a result of the exploratory work on the NIMH project and the ISOA pilot study, only items relevant to the aged were chosen.

4) Selfdet - A sense of self determinism was measured by 5 items (questions 57 - 59) which asked all subjects how they

felt about being able to choose their courses and if they attended the courses because of easy accessibility. Both of these are program operations which have been seen as relevant to our educational program for older adults. These questions acted to test whether these program operations are impacting this population as intended.

5) Social Interaction Scale - Questions 60 through 67 collectively measure several qualitative aspects of social interaction. The scale tries to determine who (if anyone) in the social support system are sought for emotional security and advice, as well as which people are seen as part of one's social circle (i.e., for a good talk, for a good time). The scale also determines the predominant type of relationship (based on two dimensions: socio-emotional/instrumental and reciprocal/nonreciprocal) that these individuals have as defined by the following categories: (1) socio-emotional reciprocity; (2) instrumental reciprocity; (3) socio-emotional giving; (4) socio-emotional taking; (5) instrumental giving; (6) instrumental taking. These six items categorize relationships as reciprocal (where there is an even exchange of doing for the other) or not (either taking or giving in relationships), and as socio-emotional or instrumental. Socio-emotional relationships are those that offer emotional/psychological support, i.e., caring. Instrumental relationships are those in which no

emotional support is intended (i.e., borrowing a cup of sugar, "bumming" a cigarette).

This scale was developed by Burgio & Wolf (1977) for a study of the social support system within a single room occupancy hotel organized specifically for ex-mental hospital patients.

6) Social Network Assessment - Adapted from Keyes, 1961. This scale contains 22 items and measures the size of the social network by asking the number of times certain activities (i.e., eating, visiting, calling, borrowing, etc.) are performed with people within one's network. The scale was originally intended to measure the differences between rural and urban families. It has been used in a study of cognitively impaired elderly and their families (Burgio & McCarthy, 1977).

7) Course Evaluation, Evaluation of Teachers and Pedagogy - These two scales, having 9 and 21 items, respectively, were adapted from Gurin's scale (1971) which is intended as an instrument for undergraduates. Only items relevant to older adults were selected.

8) Course Effects on General Life Satisfaction - This 9-item scale was developed specifically for this evaluation project. The items are direct questions about how the program affects ISOA students' lives (i.e., is life better, more tolerable,

more interesting, etc.). This scale also probes for any effects the courses may have had in making its students more socially active. This latter point tests another of the program's intended goals. This scale has the added advantage of being a second measure of life satisfaction, as well as allowing a more definitive evaluation of the program's effect on its students.

C. Examination Plan

1) Overview of Study Plan: Our general plan was to draw a random sample from the 4-5,000 ISOA students. This was accomplished by randomly selecting 10 centers out of 87 (even though ISOA services over 100 centers - only centers that had been in the program 3 years or longer were chosen. The reason for this is methodological and is explained below). From each center a total of 20 older adults were selected - 10 were randomly selected from a list of course-takers having taken at least 3 courses and having been in the program at least 3 years. Five were randomly selected from the center's active file (these individuals attended the center regularly but took no courses) and 5 were randomly selected from the center's inactive file (these individuals rarely came to the center but at one time or other had registered with the center). There is an underlying assumption that this inactive group was a close approximation to elderly whose mainstay - in some way - is

their community. On the other hand, other factors - such as family involvement, depression, fear of going out, physical ailments, etc. - could have been the reasons for a lack of involvement with senior centers.

A total of 9 centers participated in the study, with one center refusing to cooperate. The total sample population was 180, with 90 coursetakers (Experimental Group), 45 active center members (Active Group) and 45 inactive center members (Nonactive Group).

The general examination plan included the following:

- developing profiles of our students
- developing profiles of the centers
- comparison of the three experimental groups (coursetakers, active members and nonactive members).

Various SPSS computer subprograms were used to analyze the data, including frequencies, correlational analyses and discriminant analysis.

2) Ten-Year Growth Patterns of the Liberal Arts Program as a Whole: In the past ten years, the Liberal Arts program of the ISOA has expanded not only in the number of courses being taught (see Table 1) but in the type of courses that are requested and taught (see Table 2). Attendance in these courses has grown as well (see Graph I) with the percentage of registrants to certificates remaining essentially the same (54 - 65%).

IV. Outcomes and Impacts

A) Results of the Study

1) Demographics of the Selected 180 Elders: The elderly population in New York City is 946,000 out of a total of 7,500,000 or 13% (1975 figures from New York City Department for the Aging). Of this total, there are currently approximately 90,000 Black, 11,000 Oriental and 850,000 White aging. Among the White and Black aging, there are 32,000 Spanish speaking. As compared to ethnic percentages in New York City, the random sample of 180 elderly had a higher percentage of minorities. We expected this higher percentage of minorities, since we perceive ISOA and the Technical College in general as servicing a population that for one reason or another has been overlooked by traditional educational institutions. These demographics were:

	ISOA Sample	N.Y.C. % Using Above Census Figure
Black	19%	9%
Puerto Rican and Spanish speaking	13%	3%
White	68%	90%

It must be noted that these percentages were affected by: (1) one center dropping out (this happened to have been a Black center), and (2) sampling procedure where the 10 centers had been selected from those in the program 3 years or more because coursetakers had to have taken 3 or more courses to be included in the experimental group.

As a whole, the age range of our sample is 57 - 92 with a male-female ratio of 1 to 3. The educational level varies from 0 to 22 years of education with a mean of 10.4 years, with the main occupational status being semi-skilled or skilled.

Other demographic information about our sample as a whole is that when employed - 70% were either semi-skilled, skilled or clerical/sales workers. They had lived at their present address for a mean of 16.7 years, and 144 or 80% of these individuals lived in their own apartment without supervision. In contrast, 8.9% of the sample were hospitalized elderly. The marital status of the sample showed 55% widowed, 30% married and 15% single, separated or divorced. The household was composed primarily of one individual (62%), but also with two (32%) and three (4%). A small remaining percentage lived in a household of 4 or 5 individuals. Within the family structure a majority of the sample lived with no children (88%) but some lived with one (8%) and two (2%) children. Interestingly enough, our sample almost seems to prove the lack of extended family units in this city.

2) Profiles of the Selected Nine Centers: The profiles of the nine centers are located in Appendix IV, however, a brief description of the information included in these

profiles follows. Briefly five types of information have been catalogued. (Categories 1-5 correspond to Columns 1-5 in Appendix IV.)

(1) Demographics of the center

(2) Types of courses that the subjects had taken within the last 3 years. The number in parenthesis is the frequency that a course had been taken at that center in the last 3 years.

(3) Number of Certificates (# of Certs) - The frequencies are listed in parentheses, so that, for example, 4 people received 2 certificates each, 2 people received 3 each, etc.

(4) Social-Psychological Measures - In this column are listed the mean score of the following scales:

- Perceived Wellbeing (Wellbeing)
- Social Network (Network)
- Social Interaction (Interact)
- Community Perceptions
- Community Activities

The mean scores are the average of that scale for all 20 subjects regardless of being a coursetaker or non-coursetaker.

(5) Evaluation - this column contains the mean scores for the four evaluation scales:

- Course Evaluation (Courses)
- Teachers & Pedogogy (Pedagogy)

- Course Effect

- Self Determination (Selfdet)

3) Examination of the Three Experimental Groups:

Demographics:

The demographic differences between the coursetakers (Exp Group), the active center members (Active Group) and the inactive center members (Non-Act Group), are seen in the following frequencies and medians:

		EXP	ACTIVE	NON-ACT
Sex:	Women	74%	76%	76%
Age:		70.4 yrs.	72.2 yrs.	72.3 yrs.
Ethnic:	White	67.8%	66.7%	66.6%
	Black	21%	15.6%	15.6%
	Spanish-Speaking	10%	15.6%	15.6%
Education:	Years	11.75 yrs.	10.1 yrs.	9.8 yrs.
Marital Status:				
	Married	41%	24.4%	13.3%
	Widowed	46%	60%	66.7%
	Divorced/ Separated	8%	11%	9%

Two demographic variables, living arrangement and length of residence in a community, were thought to effect older adults overall sense of life satisfaction. These two demographic conditions were thought to affect the extent to which elderly people interact with the community and therefore find their life satisfying. This may in turn either prompt or inhibit center membership. As the data indicated, about 75% of each group lived in their own apartment unsupervised. However, based on the length of

residence, the Exp and NonAct groups have lived at their current address for about 18 years. On the other hand, the Active group had lived at their current address for about 13 years. Yet in terms of both the way in which they perceived the community (as safe, unsafe, interesting, boring, etc., and in which they utilized public/community facilities - here perceived as community mobility- buses, parks, movies, neighborhood clubs, etc.) - all three groups rated their communities highly and utilized their community facilities at about the same frequency.

Comparing the Three Groups on the Life Satisfaction/Social Interaction Dimension:

Depression and isolation seem to be prevalent problems among the elderly. We therefore used three scales (Perceived Wellbeing Scale, Social Interaction Scale and Social Network Assessment Scale) which would give us some indication of whether coursetaking had made an impact on a general sense of life satisfaction and on the quantity and quality of social interaction. Two other scales (Community Perceptions and Community Activities) were also used in developing a composite which together would give an interesting and relevant view into the "social" lives of our sample. If our coursetakers were different on these dimensions, we would have a basis upon which to assume that participation in our liberal arts program made a difference in older adults' lives.

The findings, however, are equivocal, since the data does not uphold our hypothesis that coursetaking would effect elders' lives. The data shows that both the size of their social network and their level of interaction with their social support system are about the same for all three groups. However, with scores of 31.8, 35.0 and 26.0 (Exp, Active, NonAct, respectively) for the Social Interaction Scale, we do see that the Nonactives tend to depend on a friend (at best) rather than the immediate family for certain types of emotional support.

The means for the Perceived Wellbeing Scale were the most startling finding of all. On this scale the means for the three groups were 98.4, 103.7, 115.6 (Exp, Active, NonAct, respectively). Frankly, we were surprised that the nonactives, also the older, less educated, and widowed individuals who tended to live alone and who tended to depend on a neighbor for emotional support would also perceive themselves and their life in general, more satisfying than both the coursetakers or the active center members. This led to interesting debates both about the reasons and motivation for coursetaking, and for seeking activities at senior citizen centers. This in turn led to data analysis which would look at possible relationships between a number of variables, and it also led to a group-character analysis (Discriminant Analysis) which would use demographics and the dependent measures as variables.

Exploring for possible relationships between variables constituted a post hoc analysis which was prompted by the frequency analysis of the Perceived Well-Being Scale. The findings of these correlational analyses are puzzling and unexpected, and they result in - not so much answering questions as in formulating them. We felt that this might detract from the readability of the report and so have placed the discussion of the findings in Appendix V. The report will continue with the findings of the discriminant analysis.

4) Group Characteristics - Discriminant Analysis

So far it has been difficult to clearly distinguish the coursetakers from the noncoursetakers. It is clear that demographically the coursetakers are slightly younger, much more educated, less likely to be widowed and more likely to be Black than both control groups. On the basis of the dependent measures, the coursetakers were less satisfied with their life than both control groups, and the NonActives as a group were least likely to go to someone for advice, a "good time", a "good talk", when "down in the dumps", etc. The question is raised then if the experimental group differs (is distinguishable) from the control groups, and if so in what way. In other words, were the coursetakers different and if so, how.

To answer this question, discriminant analysis was performed on the data. This SPSS subprogram compared the groups on a number of given characteristics. This type of data analysis would indicate whether the groups were significantly different on multiple characteristics and would also give the relative importance or strength of each variable in its discriminant function.

Two sets of characteristics were used, demographics and the dependent measures. These two analyses looked first at the distinguishing characteristics of the 3 groups in terms of demographics, and then the distinguishing characteristics of the groups in terms of well-being, social interaction, social network and community perceptions. As described earlier, the Community Perception Scale probed the extent to which the groups perceived their respective neighborhoods as safe, quiet, interesting, convenient and 'made up of people like themselves'.

Based on the demographic variables, the Exp Group (coursetakers) is significantly different from both control groups with marital status, education and age contributing the largest portion of the discriminant function. Based on the second analysis using well-being, social interaction, etc., the Exp group again is significantly distinguishable from both control groups with Wellbeing and Social Network contributing most to the discriminating function. The social interaction score and community perceptions contribute

little to this overall picture of the groups.

The results of this discriminant analysis certainly contributes to an overall picture of our groups, but do not offer definitive and conclusive answers to the basic question of the research project i.e., how does education, specifically a liberal education, affect its students? The discriminant analysis indicated that the coursetakers (as a group) differ from the noncoursetakers on a number of group characteristics - but these differences cannot be concretely linked to the effects of education. In short, is it education that makes the people different or do different people choose education?

5) The Evaluation: Subjective Program Evaluation by the Experimental Group

Several scales were used in this evaluation: the evaluation of courses (Course Evaluation), of the teachers and the ISOA pedagogy i.e., instructional methods, beliefs about older learners, etc. (both of which are measured by the Pedagogy Scale), of the actual effects of the program on life satisfaction (Course Effect Scale) and an overall sense of self-determination (SelfDet Scale). This aspect of the study was rather straightforward and the findings are relatively clear.

The mean for the Course Evaluation Scale was 26.7. This is a four point scale with a range of 9 to 36 points, therefore the mean of 26.7 reflects a high incidence of either a 4 (very often) or a 3 (fairly often) for each item. Also a

4 point scale, the Pedagogy Scale (range 21-84) reflects a similarly high incidence of 4's or 3's. Testing for attitudes toward teacher's behavior, towards students and teaching methods, as well as attitudes about basic program operations (i.e., awarding certificates, having formalized graduation procedures), a mean score of 67.1 indicates a positive attitude towards ISCA pedagogy and teachers.

One very important aspect of the program is that students choose the courses which will be taught at their center. Some questions were then devised that would measure any positive feelings which are derived from this program operation. It was felt that an overall sense of self-determinism would be - at least - initiated in this population. These questions asked whether choosing the courses resulted in feelings of confidence or control over one's life. With a range of 0-6, a mean of 5.3 indicated that we are right in our supposition that choosing their own course and material to be covered in that course result in positive feelings toward one's ability to take control of one's life. This seems to us a definite indication of growth among our students from the passive to a more self-assured individual the program hopes to nurture.

Though the control groups do not take courses they were asked to think about a program that would offer such options. It is interesting to note that when asked the same questions, both the Active group (with a mean of 4.0) and the Inactive

group (with a mean of 3.1) scored lower on this scale than ISOA students. Having this additional information only affirmed our finding that in this respect we were aptly fulfilling our program goals.

The Course Effect Scale mean of 17.5 (out of a possible 18 points) demonstrated that when asked directly to evaluate the impact that being an ISOA student has on life satisfaction - there was almost a unanimous feeling among students that life was better, more worth living, more interesting and that both their friendships and social activities increased. Further, correlational analysis showed that course effect scores are not a factor of age, sex, ethnic, educational or marital status.

	Age	Sex	Ethnic	Educ.	Marital Status	Number of Courses
Course Effect Scores	r= -.06 p= .25	r= .04 p= .33	r= .04 p= .32	r= .09 p= .19	r= .13 p= .10	r= .04 p= .10

Also, a weak correlation between the Course Effect Scale and number of courses taken indicates that the sheer number of courses that are taken is not really important to the impact the courses have on a feeling of wellbeing.

The high mean score of 17.5 is consistent with the verbal reports of the students that the program is an important and vital part of their life. Even though the Course Effect Scale correlated highly with the Andrews Perceived Wellbeing Scale (indicating a possible similarity in what is being tested), the

Wellbeing Scale, in general, was not a good predictor of positive effects of education.

From both the frequencies and correlation analysis it seems that age, marital status, ethnicity and possibly health should be considered as impacting on life in general. Thus, even though taking courses fulfills vital needs in the older student's life, overwhelming circumstances (poor health, isolation from one's children, marginal income, etc.) often pervade an individual's sense of wellbeing. Future research endeavors should take these variables into consideration.

WHO IS THE AVID COURSETAKER? This question intrigued ISOA administrators, and the exploration which ensued dealt with finding out whether those students taking more courses were better off (in terms of life satisfaction, social network, social interaction, etc.). In other words, is there a cumulative effect as a student takes more courses? Correlational analyses showed that there was no relationship between the number of courses and these positive experiences.

As a second step in answering this question and in hopes of identifying the avid coursetaker in respect to demographics, correlational analysis was performed using demographics and number of courses. These highly significant correlations are:

Sex	r= -.14; p= .09
Age	r= .39; p= .0001
Ethnic	r= -.37; p= .0001
Education	r= -.18; p= .04
Marital status	r= -.14; p= .08

This information does begin to answer the question of the identity of these coursetaking individuals or of how different the individuals taking 3, 4, 8, 9 or more courses are from those who take none. The interpretation of these correlations offers a profile of the avid coursetaker as more likely to be older, male, black, less educated and married or single. On almost all counts, this information is both startling and revealing. Clearly, the findings indicate that educational programs for the older individuals and for minorities are necessary and well-utilized.

B. Discussion

From this study alone, it would be both difficult and misleading to talk of "effects" due to either education or liberal arts education. Part of the difficulty has stemmed from having to operationalize this "effect" as the psychological state of wellbeing and as increased social competence. To reiterate, wellbeing was defined as a score on the Perceived Wellbeing Scale, a scale not yet standardized on the older population, and social competence was defined as quantity and quality of social interactions within the social support system. Interpreting the scores on these scales as an impact derived from the educational process would be experimentally and logically unsound, especially since there are no other studies which have used these same scales on this population. In fact,

the other major difficulty stems from the scarcity of studies about the aged in educational settings in which measures of wellbeing and social interaction are employed and therefore developed. The use of such scales in the present study ha. no precedent and in this respect the research was exploratory in nature. The fact that both the approach and the area of study (the effects of education on the elderly) constitute newly broken ground in educational research contests to the difficulty in offering definitive interpretations based on one study. Obviously, replication would be a necessary step to overcome this obstacle.

The finding that showed ISOA students (also the more educated of the three groups) as least satisfied with their lives may indicate that education impacts in an unexpected way. It may well be that the educated individuals have gained the analytical tools to question life, thereby coming up with the incongruities, injustices, etc., that are part and parcel of our world. Conversely, it could also be that the less educated individual is more likely to view life simply and without question, thereby being more satisfied with his/her condition. It seems possible that a liberal education with its versatile, multi-faceted curriculum, exposing individuals to numerous perspectives with which to view the world (i.e., socially, politically, psychologically, historically, etc.) would be more likely to produce this questioning, probing (and maybe dissatisfied) mind.

However, since the experimental design did not include a comparison group enrolled in another curriculum, again nothing definitive can be said about the "effects" of liberal education in particular. Given the construction of the present questionnaire, it would be possible to explore this issue by looking at the relationship of two variables, the Wellbeing scale as it correlates with the total number of different courses that are chosen.

The two measures for social competence (Social Interaction and Social Network Assessment Scale) gave no definitive information about the impact of education on social interactions outside the immediate learning environment. All three groups interacted with their social network at about the same rate and for about the same reasons. However, some of the information derived from this analysis show that there is some link between reciprocal relationships and life satisfaction (rather than coursetaking and life satisfaction). In this respect, it would seem that the qualitative aspect (reciprocity) of interacting with peers affects one's perception of life more than being a coursetaker does. Put another way - it seems that meaningful relationships, though few in number, have a positive effect on how one perceives life. It cannot be discounted, however, that questions directly asking about the effects courses have on life (rather than using a correlational score between wellbeing and coursetaking) showed almost unanimously that positive feelings were derived from the courses.

What we have learned from the project is that there is more to learn of the population we serve. The older population as a whole has not been the subject of much study, and so the project has opened up avenues for future research. The part of the study that looked at possible relationships between variables has raised the most startling questions. For example, the responses of our sample indicate that elders as a whole are highly affected by their living arrangements. Living in one's own apartment (rather than in a relative's home or hospital) seems to determine the size of one's social network as well as determine the presence of reciprocal relationships in the network.

Age is overwhelmingly the most important factor in this population. The older individual also has the least education; not surprisingly since education for the general public is a relatively new social innovation. It is also not surprising that the older individual is more apt to live at a hospital or with relatives. Notwithstanding these occurrences, the older individual is still more apt to be the coursetaker ($r= .32$; $p= 0001$). This finding seems to justify the existence of educational programs for the "old-old" and reinforces the ISOA's belief that older learners are in fact a viable source for our educational institutions.

Another thing we know about these individuals is that their sense of wellbeing is not easily understood. Life satisfaction is not increased by having a large social network ($r= -.25$; $p= .0001$),

neither is it increased by seeking out one's social network for emotional support (r= -.16; p= .01). Perceiving one's neighborhood as safe, convenient, etc. in general a good place, also does not increase a sense of life satisfaction (r= -.20, p= 003). There is an indication that women are happier than men (r= .10; p= .08), but it is not clear why. We know that the avid coursetaker is most likely to be male, and that the coursetakers have a lower sense of life satisfaction than the two non-coursetaking groups. Exactly why there is a general dissatisfaction with life among older men may be another avenue of research. For, though elders have been thought of as a rather homogeneous and dimensionless sector of the population, clearly there is no reason to assume this group would not also be differentiated as a factor of sex.

It was our supposition that ISOA students would be the most satisfied with life in general, but this was shown to be false. ISOA students were both more educated and less happy with themselves and their lives. In fact, the sample as a whole shows this same trend; the more educated older adult is also less happy (r= -.17; p= .01). As stated above, the relationship between education and taking courses, suggests the possibility that this lowered sense of life satisfaction is the impetus for taking courses.

Our supposition that we serviced the poor and minority groups was upheld with a clear implication that when given the opportunity, minority groups do opt to take courses ($r = -.37$; $p = .0001$). We do know that, in general, when given the organized opportunity to participate in liberal education, they will and most importantly, will enjoy being in an educational program.

C. Meta - Perspectives and Implications on Evaluating Liberal Arts Education

Those involved in this project have perceived evaluating a liberal arts program which was initiated and developed specifically for older adults as an important first step in the reconceptualization of education. Throughout the study of the program, the most pervasive idea was that ISOA was indeed a success, but the question which remained was: Why? In developing this idea, the project as a whole was seen as a search for dynamics - the dynamics between an educational institution and the population served by this institution. The dynamics were then conceptualized as intrapsychic changes resulting in growth. This growth is synonymous with developmental or maturational growth. To conventional or traditional educational institutions, the concept of maturation seems to find its upper limit at retirement age. However, the success of

ISOA and the overwhelming response of its students both indicate the fallacy of this belief. Regardless of the scarcity of positive evidence gathered with the current use of the selected test instruments, ISOA students do exhibit questioning, probing minds. They do exhibit growth in that they are able to apply concepts/theories of psychology, history, religion, etc. to their current problems. In every respect, this is growth. To be able to assimilate new learning with old experience resulting in new solutions or insights epitomizes growth and maturation. The study was an attempt to measure such growth, defined as social competence and personal satisfaction with one's life.

The participants, on the other hand, had various views of the evaluation process, ranging from annoyance to delight. A majority of the subjects enjoyed having the full attention of the research assistant, and found the 30-45 minutes of test administration a time to chat and reminisce, since some of the questions dealt with past experiences (with spouse, children, etc.). Subjects also found it a refreshing break from the routine of senior center or hospital life.

Some of the post hoc feelings among staff about what went on in the study have resulted in thoughts for future research. First, in terms of logistics, we found that open-ended questions

did not work for this population, since literacy varied so much. Instead, asking direct questions allowed all the subjects to express their feelings on given tasks. Secondly, the study evolved into two dichotomous processes (and therefore functions): (1) an exploratory function, where new or old instruments were used as dependent measures; and (2) a subjective-evaluative function, where ISOA students were asked how they felt about the program. Although the latter had been done in the everyday operations of the program, neither had been done in a systematic way.

The exploratory aspect of the study seemed at first unsuccessful because the expected outcomes failed to materialize, meaning that expectations about our students being highest on the life satisfaction measure was not borne out. However, a later consideration was that either the instruments were not suited for this population or that there are psychological/social dynamics in this population which have not been duly considered, i.e., death of a spouse, ethnic-cultural differences, failing health, etc. Nevertheless the outcome of the subjective evaluation conformed more to staff expectations. These findings - for the most part, corroborated with what feedback we had had from our students. Both center directors and students have found ISOA courses valuable and to many indispensible.

Given these reflections about the project, future research should involve both an indepth exploration into the dynamics of aging and a concerted effort to refine or develop appropriate instruments to measure the effects of education on older adults. The former leads to thoughts about those myriad occurrences impacting an older person's life which would effect his/her wellbeing; the latter leads to thoughts of replicating other studies, as well as conducting numerous pilot studies using available scales in the elderly. Both of these directions would help clarify the effect of and need for liberal education among the elderly.

The one definitive statement which can be made with all confidence is that liberal arts education is much desired by older adults and has an impact on their everyday lives. Exactly how it impacts, or what happens to these people as a result of participating in the wide variety of disciplines taught in the liberal arts, is a matter for future research. In general, the exposure to various perspectives taught in the liberal arts has been the ultimate goal of liberal education for aging students. As a result of this project ISOA staff is more than ever committed to the view that liberal education in particular is highly suited to older adults, since maintaining their integrity in a society pervaded by ageism necessitates a broad-based knowledge from which one views life.

APPENDIX I:

QUESTIONNAIRE

EVALUATION
OF
INSTITUTE OF STUDY FOR OLDER ADULTS

APPENDIX I

LIBERAL ARTS PROGRAM

I.D.# ___ ___ ___
1 2 3

CENTER: ___ ___
4

1. Sex M F
[1] [2]

5

2. What is your age?

6 7

3. Ethnic Background

( ) Am. Indian [01] ( ) Black [02]
( ) Oriental [03] ( ) Puerto Rican [04]
( ) Other Spanish [05] ( ) Italian American [06]
( ) Other [07]

8 9

4. What was your last grade at school?

10 11

5. Highest occupational level

( ) Unskilled [1] ( ) Semi-Skilled [2]
( ) Skilled [3] ( ) Clerical or Sales [4]
( ) Technician [5] ( ) Business Owner/Supervisory [6]
( ) Business Manager [7] ( ) Executive [8]
( ) Professional [9]

12 13

6. Present employment status

( ) Retired [1] ( ) Unemployed/does not expect to work [2]
( ) Unemployed/Interested in obtaining employment [3]
( ) Employed less than ½ time [4] ( ) Employed ½ time/more [5]
( ) Never employed [6] ( ) Welfare /S.S.I. [7] ( ) Other [8]

14

7. How many years have you lived at your present address?

15 16

8. What is your current living arrangement?

( ) Resident in own home or apartment without outside supervision or assistance [1]
( ) Resident in own home with supervision or assistance from relatives, friends or community agency [2]
( ) Resident in the home or apartment of friends or relatives [3]
( ) Resident in a hospital, nursing home or other continuous care facility [4]
( ) Other, Specify _____ [5]. 17

9. What is your marital status?

( ) Married [1] ( ) Single [2] ( ) Separated [3]
( ) Divorced [4] ( ) Widowed [5] 18

10. How many adults are there presently in your household including yourself? 19

11. How many children are there presently in your household? 20

12. Think about the people living in your neighborhood:
Do you know any of them at all? ( ) Yes [2] ( ) No [1] 21

How many do you regularly chat with when you meet them: 22 23

How many of them do you regularly do things with or visit? 24 25

13. Do you have any relatives living in the neighborhood?
( ) Yes [2] ( ) No [1] 26

14. Do you belong to any block or street organization or any other community group? ( ) Yes [2] ( ) No [1] 27

15. How often do you go out socially, to the movies or other entertainment or to dinner? ( ) twice per week [5]
( ) once per week [4] ( ) twice per month [3] ( ) once per month [2]
( ) less than once per month [1] 28

How often do you do any of these things in your community (use same code) 29

16. Are there any parks, playgrounds or other recreational areas in your neighborhood? ( ) Yes [2] ( ) No [1] 30

How often do you go to them? ( ) twice/wk [5] ( ) once/wk [4]
( ) twice/month [3] ( ) once/month [2] ( ) less than once/month [1] 31

17. How often do you use public transportation?
( ) almost every day [5] ( ) part of the week [4]
( ) once/week [3] ( ) once every 2 weeks [2] ( ) not too often [1] 32

18. Please look at the following words. Tell me which ones, if any describe your neighborhood?
( ) Friendly [2] ( ) Unfriendly [1] ( ) Not Applicable 1 [0] 33

( ) Busy [1] ( ) Quiet [2] ( ) N/A [0] 34

( ) Safe [2] ( ) Unsafe [1] ( ) N/A [0] 35

( ) Interesting [2] ( ) Boring [1] ( ) N/A [0] 36

( ) Convenient [2] ( ) Inconvenient [1] ( ) N/A [0] 37

( ) People like us [2] ( ) Different people [1] ( ) N/A [0] 38

PERCEIVED WELL-BEING SCALE

Please circle the number that corresponds to how you feel about the following areas of your life.

Delighted	Pleased	Mostly Satisfied	Mixed	Mostly Dissatisfied	Unhappy	Terrible
1	2	3	4	5	6	7

19) Your children, if any

1 2 3 4 5 6 7 ____ 39

20) Your spouse, if married

1 2 3 4 5 6 7 ____ 40

21) Your marriage.

1 2 3 4 5 6 7 ____ 41

22) Close adult relatives-people like parents, in-laws, brothers and sisters.

1 2 3 4 5 6 7 ____ 42

23) The things you and your family do together

1 2 3 4 5 6 7 ____ 43

24) Your own health and physical condition

1 2 3 4 5 6 7 ____ 44

25) The extent to which your physical needs are met

1 2 3 4 5 6 7 ____ 45

Delighted	Pleased	Mostly Satisfied	Mixed	Mostly Dissatisfied	Unhappy	Terrible
1	2	3	4	5	6	7

26) The way you handle the problems that come up in your life

1 2 3 4 5 6 7 ____ 46

27) The extent to which you can accept life as it caome and adapt to it

1 2 3 4 5 6 7 ____ 47

28) The extent to which you can asjust to changes in your life.

1 2 3 4 5 6 7 ____ 48

29) Yourself-what you are accomplishing and how you handle problems

1 2 3 4 5 6 7 ____ 49

30) Yourself

1 2 3 4 5 6 7 ____ 50

31) How interesting your day-to-day life is

1 2 3 4 5 6 7 ____ 51

32) Your sex life

1 2 3 4 5 6 7 ____ 52

33) The amount of fun and enjoyment you have

1 2 3 4 5 6 7 ____ 53

34) The amount of friendship and love in your life

1 2 3 4 5 6 7 ____ 54

35) How much you are admired of respected by other people

1 2 3 4 5 6 7 ____ 55

Delighted	Pleased	Mostly Satisfied	Mixed	Mostly Dissatisfied	Unhappy	Terrible
1	2	3	4	5	6	7

36) The people who live in the house/apartments near yours

1 2 3 4 5 6 7 ____ 56

37) Your friends

1 2 3 4 5 6 7 ____ 57

38) The extent to which you would seems consistent and understandable

1 2 3 4 5 6 7 ____ 58

39) Your religious faith

1 2 3 4 5 6 7 ____ 59

40) The religious fulfillment in your life.

1 2 3 4 5 6 7 ____ 60

41) The things you do to help people or groups in your community

1 2 3 4 5 6 7 ____ 61

42) The organizations you belong to

1 2 3 4 5 6 7 ____ 62

43) Your housework-the work you need to do around your home

1 2 3 4 5 6 7 ____ 63

44) The work you do on your job-the work itself

1 2 3 4 5 6 7 ____ 64

Delighted	Pleased	Mostly Satisfied	Mixed	Mostly Dissatisfied	Unhappy	Terrible	
1	2	3	4	5	6	7	

45) The income you (and your family) have

1 2 3 4 5 6 7 ____ 65

46) Your standard of living-the things you have like housing, car, furniture, recreation, and the like.

1 2 3 4 5 6 7 ____ 66

47) Your house/apartment

1 2 3 4 5 6 7 ____ 67

48) The particular neighborhood you live in

1 2 3 4 5 6 7 ____ 68

49) The services you can get when you have to have someone come in to fix things around your home-like painting, repairs.

1 2 3 4 5 6 7 ____ 69

50) How safe you feel in your neighborhood

1 2 3 4 5 6 7 ____ 70

51) How secure you are from people who might steal or destroy your property.

1 2 3 4 5 6 7 ____ 71

52) The way you can get around to work, schools, shopping, etc.

1 2 3 4 5 6 7 ____ 72

Delighted	Pleased	Mostly Satisfied	Mixed	Mostly Dissatisfied	Unhappy	Terrible
1	2	3	4	5	6	7

53) The doctors, clinics, and hospitals you use
1 2 3 4 5 6 7 ____ 73

54) Outdoor places you can go un your spare time
1 2 3 4 5 6 7 ____ 74

55) The sports or recreation facilities you yourself use, or would like to use, meaning things like parks, bowling alleys, beaches
1 2 3 4 5 6 7 ____ 75

56) The information and entertainment you get from TV, Newspapers, radio, magazines.
1 2 3 4 5 6 7 ____ 76

57) DO you know that you and your center can choose your own courses?
Yes 1 No 2 ____ 77

58) In most schools courses are developed and chosen for the students by the teachers? Think about the idea of choosing your own courses. How does this make you feel?

A) Does it give you the feeling of confidence?
Yes 2 Somewhat 1 No Effect 0 ____ 78

B) Does it give you the feeling of having control over your life?
Yes 2 Somewhat 1 No Effect 0 ____ 79

59) If courses were not given at your center, would you come to take the courses at the college?
Yes 2 Somewhat 1 No Effect 0 ____ 80

If No- Why?
Fear of travel 1 Car fare 2

Other: (Specify) _____

SOCIAL INTERACTION SCALE

(CODE: HUSBAND (5) RELATIVE (4) NEIGHBORHOOD FRIEND (3))
OTHER FRIEND (2) OTHER (1) NONE (0)

60. Is there any one person that you're particularly close to? Who?

_____ ANYONE ELSE? _____ ___ ___
81 82

61. Is there anyone you go to for advice? Who?

_____ ANYONE ELSE? _____ ___ ___
83 84

62. Is there anyon you know you can count on for a good talk? Who?

_____ ANYONE ELSE? _____ ___ ___
85 86

63. Is there anyone you know you can count on to have a good time with?

_____ ANYONE ELSE? _____ ___ ___
87 88

64 Is there anyone you go to when you're upset or feeling down in the dumps?

_____ ANYONE ELSE? _____ ___ ___
89 90

65. Is there anyone you can think of who makes you feel particularly good about yourself?

_____ ANYONE ELSE? _____ ___ ___
91 92

66. Is there anyone you can think of who makes you feel bad about yourself?

_____ ANYONE ELSE? _____ ___ ___
93 94.

67. CODE: (6)Socio-emotional reciprocity; (5)Instrumental reciprocity;
(4)Socio-emotional giving; (3)Socio-emotional taking;
(2)Instrumental giving; (1)Instrumental taking

___ 95.

What types of things do you do for other people? _____

_____

_____

What types of things do people do for you? _____

_____

_____

81. How much of the average day during the work week do you spend with your immediate family? ___ 109
(3) One-half or more of the average day (2) One-fourth to one-half of the average day (1) less than one-fourth

82. How much of the average day do you spend with your family on week-ends? ___ 110
(3) One-half or more (2) One-fourth to one-half (1) Less than one fourth

83. How often do you engage in activities besides work away from home when no member of your immediate family is present? ___ 111
(3) Less than once a month (2) Once a month but not once a week
(1) At least once a week

84. Does you family celebrate birthdays? ___ 112
(2) Sometimes or often (1) Never

85. How many relatives do you see now? (State the number) ___ 113 ___ 114
Often _____ From Time to Time _____

86. How many friends do you see now? (State the number) ___ 115 ___ 116
Often _____ From Time to Time _____

87. Which of the following relationships are you most satisfied with? ___ 117
(1) Friends (2) Relatives (3) Family (4) Spouse

88. Which of the following relationships are you most dissatisfied with? ___ 118
(1) Friends (2) Relatives (3) Family (4) Spouse

89. Which of the following relationships would you like to change? ___ 119
(1) Friends (2) Relatives (3) Family (4) Spouse

COURSE EVALUATION

90. Think about the courses that you have taken through The Institute of Study for Older Adults. How would you describe them?

		Very Often (4)	Fairly Often (3)	Once in a While (2)	Rarely or Never (1)	
A)	I found the Courses interesting	☐	☐	☐	☐	120
B)	I found the courses Not only interesting but very exciting and stimulating	☐	☐	☐	☐	121
C)	I found the Courses dull	☐	☐	☐	☐	122
D)	I had long discussions with friends about ideas brought out in class	☐	☐	☐	☐	123
E)	I was stimulated enought to do reading or other work outside class	☐	☐	☐	☐	124
F)	I found the courses too difficult to get much out of them.	☐	☐	☐	☐	125
G)	I found the courses challenging me to the limits of my intellectual capacity	☐	☐	☐	☐	126
H)	I found the courses forced me to use my mind and to see things in a clearer way.	☐	☐	☐	☐	127
I)	I found the course material helpful and relevant in general	☐	☐	☐	☐	128

COURSE EFFECTS ON GENERAL LIFE SATISFACTION

91. Think about the Institute of Study for Older Adult courses. What effect have these courses had on you? Do the courses make you feel:

a)	That life goes on?	Yes$_2$	Somewhat$_1$	No Effect$_0$
b)	That life is worth living	Yes$_2$	Somewhat$_1$	No Effect$_0$
c)	That life is better	Yes$_2$	Somewhat$_1$	No Effect$_0$
d)	That life is more interesting	Yes$_2$	Somewhat$_1$	No Effect$_0$
e)	That hard times are more tolerable	Yes$_2$	Somewhat$_1$	No Effect$_0$
f)	That you are more active in general	Yes$_2$	Somewhat$_1$	No Effect$_0$
g)	Are you more active socially than before taking courses?	Yes$_2$	Somewhat$_1$	No Effect$_0$
h)	Do you go out more often because of taking courses?	Yes$_2$	Somewhat$_1$	No Effect$_0$
i)	Have you made friends in classes because of discussions?	Yes$_2$	Somewhat$_1$	No Effect$_0$

EVALUATIONS AND TEACHER'S PEDAGOGY

92) Schools and Programs are different from one another. Answer the following statements in regards to the Institute of Study for Older Adults.

	Definitely True	Generally True	Generally Not True	Difinitely Not True	
a) Teachers are not highly stimulating	1	2	3	4	138
b) Teachers go out of their way to help you	1	2	3	4	139
c) Most students get really excited about ideas	1	2	3	4	140
d) Teachers are very competent in their special fields	1	2	3	4	141
e) You are encouraged to think for yourself	1	2	3	4	142
f) The courses and teachers allow you to your best	1	2	3	4	143
g) The students personal development is neglected	1	2	3	4	144
h) Students are treated like irresponsible children	1	2	3	4	145
i) Students have a lot of contact with teachers	1	2	3	4	146
j) Teachers are really interested in students	1	2	3	4	147
k) You can develop a lot as a human being	1	2	3	4	148
l) Teachers go out of their way to establish friendly relations with the students	1	2	3	4	149

	Definitely True	Generally True	Generally Not True	Definitely Not True	
m) Students are treated as responsible people	1	2	3	4	150
n) There was enough time in the classroom to share personal experinces with each other	1	2	3	4	151
o) There was a good balance between lecture and discussion	1	2	3	4	152
p) Being able to get a certificate made the courses important enough to finish	1	2	3	4	153
q) Having a graduation really made me feel that the whole learning process was important and had meaning	1	2	3	4	154
r) Being able to discuss things throughout class-time with the teacher was very important to my learning.	1	2	3	4	155
s) The graduation did not really matter to me	1	2	3	4	156
t) The certificate did not motivate me to finish	1	2	3	4	157
u) I prefer the teacher to lecture rather than discussing issues with students.	1	2	3	4	158

93) How many courses have you taken through the Institute of Study for Older Adults:

_____ 159

94) Will you continue to take courses?

( ) Yes 2 ( ) Maybe 1 ( ) No 0 160

95) How many years have you been in the Institute of Study for Older Adults.

_____ 161

When did you take the first course? _____ 162

96) What courses have you taken?

_____

_____ 163

_____ 164

97) Did you get a certificate for any of them? 165

( ) Yes 2 ( ) No 1

If yes- how many certificates did you get? _____ 166

APPENDIX II:

BRIEF DESCRIPTIVE SUMMARY OF SCALES

APPENDIX II

Name of Scale	# of Items	Scale Range
Community Activities	10	8 - 28 (plus the number of neighborhood people they cha and do things with)
Community Perceptions	6	0 - 12
Perceived Well-Being	38	38 - 266
Selfdet	5	0 - 7
Social Interaction	8	0 - 76
Social Network Assessment	17	16 - 79 (this excludes 6 questions which are misleading to the cumula-tive network score)
Course Evaluation	9	9 - 36
Evaluation of Teacher & Pedagogy	21	21 - 84

APPENDIX III:

TABLES AND GRAPHS

TABLE 1

THE NUMBER OF COURSES, NUMBER OF REGISTRATIONS, CERTIFICATES AWARDED, AVERAGE NUMBER OF REGISTRATIONS AND CERTIFICATES, THE PERCENTAGE OF STUDENTS REGISTERED THAT RECEIVE CERTIFICATES OF COMPLETION.

	YEARS								
	71-2	72-3	73-4	74-5	75-6	76-7	77-8	78-9	TOTAL
COURSES	52	93	154	163	151	105	185	190	1,093
REGISTRATIONS	1370	2474	4120	4943	3855	3137	5251	5548	30,698
CERTIFICATES	822	1425	2282	2687	2487	1955	3255	3458	18,371
AV. REGISTRATION	26.3	26.5	26.8	30.3	25.5	29.9	28.4	29.2	28.1
AV. CERTIFICATES	15.8	15.3	14.8	16.5	16.5	18.6	17.6	18.2	16.8
% MAINTENANCE	60	58	55	54	65	62	62	62	60

TABLE 2

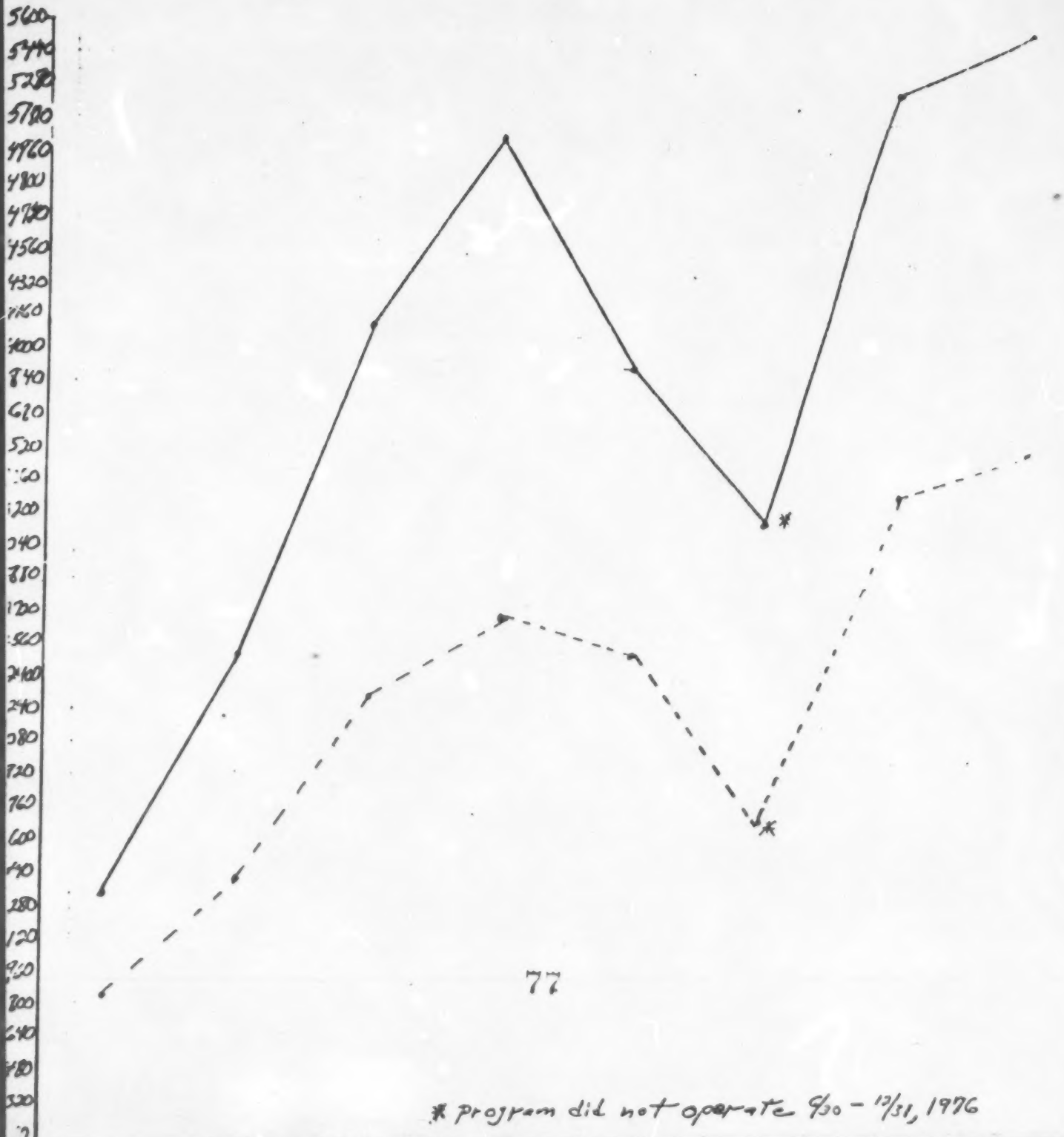
THE MOST POPULAR COURSES ARE:

Course	Total # of Times Taken	# First Two Years	# Past Four Years
The Mind & The Body	6	0	3
New York City	14	0	3
Folk Dance	13	3	9
Citizenship	4	1	3
Movement	12	2	5
Current Issues	8	3	5
Jewish History & Culture	10	3	5
Nutrition	5	2	3
America-Where Are You Going?	11	2	3
Legal Rights of the Older Adult	16	4	5
Biology of Aging	18	6	6
Philosophy	17	5	4
Psychology of Everyday Living	15	7	4
Hebrew	12	6	3
Health Needs of the Older Adult	55	29	13
Drama	44	20	9
Literature	11	5	2
Psychology	99	57	22
Public Speaking	14	8	3
Human Relations	23	11	4
ESL	23	12	4
Afro-American History/Culture	19	7	2
Art Appreciation	15	8	2
Gardening	32	22	4
Painting	18	12	2
Tai Chi Chuan	32	18	3
Italian	18	14	2
Spanish	66	46	6
English	55	35	4
Current Events	52	35	4
Older Adult in American Soc.	22	10	1
Home Nursing	15	10	1
Problems of Older Adults	12	10	1
Human Communications	11	6	0

THE ABOVE INCLUDES ALL COURSES SELECTED A TOTAL OF 11 OR MORE TIMES AND SELECTED DURING THE LAST FOUR YEARS OF PARTICIPATION 3 OR MORE TIMES.

GRAPH 1

Registrations ——————
Certificates - - - - - -
Totals by year 1971-72 to 1978-79



*program did not operate 9/30 - 12/31, 1976

APPENDIX IV:

CENTER PROFILES

APPENDIX IV

CENTER PROFILES

	(1) Demographics	(2) Types of Courses (Freq.)	(3) # of Certs	(4) Social-Psychological Measures	(5) Evaluation
Samuel Field Y.	Age: 70.6 yrs. Sex: 65% women Ethnic: 100% white Educ.: 12.6 yrs. Length of Residence: 21.5 yrs. Living Arr.: 95% in apt; 5% with rel. or friend	Philo. & Religion (7) Race & Ethnicity (8) Health & Biology (2) Psychology (6) Current Events (2) Political Sci. (1)	2 (4) 3 (2) 4 (2) 5 (2)	Wellbeing-102.0 Network - 59.3 Interact-36.7 Community Perceptions-9.8 Community Act. - 32.2	Courses - 26.6 Pedagogy- 62.3 Course Effect - 15.8 Selfdet - 4.3
Jewish Home & Hospital	Age: 82.5 yrs Sex: 80% women Ethnic: 100% white Educ.: 10.4 yrs. Length of Residence: 5.0 yrs. Living Arr.: 70% Hospital 10% in Apt. 5% with friend or relative	Philo. & Religion (3) Sociology (3) Psychology (9) Literature (5) Current Events (1) Political Sci. (5) History (3) Art (1)	2 (1) 4 (2) 7 (1) 9 (6)	Wellbeing-109.5 Network - 29.4 Interact- 20.8 Community Percep. - 9.5 Community Act. - 19.1	Courses - 25.1 Pedagogy- 63.7 Course Effect - 14.7 Selfdet - 3.4

APPENDIX IV - Cont'd

(1)	(2)		(3)	(4)	(5)
	Demographics	Types of Courses (Freq.)	# of Certs	Social-Psychological Measures	Evaluation
St. Lukes	Age: 70.3 yrs. Sex: 76% women Ethnic: Black 52.4% White 38.1% Spanish 9.5% Educ.: 12.8 yrs. Length of Residence: 21.4 yrs. Living Arr.: 95% in own apt; 5% with rel. or friend	Race & Ethnicity (5) Foreign Lang. (6) Drama (7) Art (1) Music (2) Psychology (1) Current Events (1) Dance (3) Sociology (1)	3 (11)	Wellbeing-93.1 Network- 51.8 Interact- 32.1 Community Perceptions-9.6 Community Act. - 37.8	Courses - 29.1 Pedagogy- 61.5 Course Effect - 17.8 Selfdet - 5.0
University Settlement	Age: 70.3 yrs. Sex: 57.9 women Ethnic: Black 5% White 79% Spanish 15.8% Educ.: 9.5 yrs. Length of Residence: 14.2 yrs. Living Arr.: 79% in own apt.	History (6) Psychology (8) Race & Ethnicity (3) Sociology (3) Current Events (2) Drama (1)	3 (5) 4 (1) 5 (1)	Wellbeing-113.5 Network - 42.6 Interact - 25.2 Community Perceptions-8.4 Community Act. - 29.1	Courses - 19.0 Pedagogy- 35.7 Course Effect - 14.4 Selfdet - 3.4
Storefront Y	Age: 74.2 yrs. Sex: 75% women Ethnic: White 100% Educ.: 11.8 yrs. Length of Residence: 15.9 yrs. Living Arr.: 80% in own apt.; 15% in own apt.w/superv.	Race & Ethnicity (3) Sociology (4) Psychology (9) Current Events (3) Political Sci. (5) History (5) Philo. & Religion (5) Reading&Writing (1) Art	3 (4) 4 (1) 6 (3) 8 (1) 9 (1)	Wellbeing-114.0 Network - 47.9 Interact - 32.9 Community Perceptions-10.2 Community Act. - 43.6	Courses - 26.2 Pedagogy- 56.8 Course Effect - 15.1 Selfdet - 4.0

	(1) Demographics	(2) Types of Courses (Freq.)		(3) # of Certs		(4) Social-Psychological Measures	(5) Evaluation
Casita Maria	Age: 72.2 Sex: 83% women Ethnic: 100% Puerto Rican Educ.: 7.7 yrs. Length of Residence: 14.3 yrs. Living Arr.: 100% in own apt.	Race & Ethnicity Foreign Lang. English Crafts	(1) (1) (2) (1)	3 0	(1) (2)	Wellbeing-113.5 Network - 45.3 Interact- 30.6 Community Perceptions-9.0 Community Act. - 47.8	Courses - 29.0 Pedagogy- 60.5 Course Effect - 15.5 Selfdet - 1.9
Amico 59	Age: 71.3 Sex: 75% women Ethnic: white 15% Italian Am. 85% Educ.: 8.7 yrs. Length of Residence: 25.8 yrs. Living Arr.: 100% in own apt.	Foreign Lang. Communications Psychology Crafts Sociology Political Sci. Literature Movement Current Events	(5) (3) (13) (1) (1) (9) (1) (1) (1)	2 3 5 6 9	(1) (3) (1) (6) (3)	Wellbeing- 97.4 Network - 56.2 Interact - 38.3 Community Perceptions-9.7 Community Act. - 48.4	Courses - 25.3 Pedagogy- 63.5 Course Effect - 16.8 Selfdet - 5.6
Happy Age	Age: 67.8 Sex: 100% women Ethnic: 100% black Educ.: 10.3 yrs. Length of Residence: 14.2 yrs. Living Arr.: 100% in own apt.	Art Movement English Art Health & Bio. Psychology Math.& Sci. Foreign Lang. Drama Crafts	(2) (9) (2) (2) (5) (1) (1) (1) (2) (2)	3 4 8 9	(3) (1) (1) (2)	Wellbeing-104.2 Network - 47.6 Interact- 31.3 Community Perceptions-9.2 Community Act. - 41.4	Courses - 23.7 Pedagogy- 59.3 Course Effect - 18.0 Selfdet - 5.6

APPENDIX IV - Cont'd

	(1) Demographics	(2) Types of Courses (Freq.)		(3) # of Certs		(4) Social-Psychological Measures	(5) Evaluation
St. Charles Jubilee	Age: 73.6 Sex: 80% women Ethnic: P.R/ Spanish Speak.10% White - 90% Educ.: 10.2 yrs. Length of Residence: 12.6 yrs. Living Arr.: 70% in own apt.; 30% in own apt. w/supervision	Health & Bio. Sociology Psychology Foreign Lang. Political Sci. History	(9) (1) (12) (1) (4) (1)	1 3 4 5	(1) (6) (1) (2)	Wellbeing-93.9 Network- 46.9 Interact -27.4 Community Perceptions-10.1 Community Act. - 46.6	Courses - 26.1 Pedagogy- 59.6 Course Effect - 16.9 Selfdet - 4.9

APPENDIX V:

CORRELATIONAL ANALYSES

APPENDIX V

1) Correlational Analysis of Selected Demographics and Dependent Variables

One of the objectives of the study was to monitor the effects of coursetaking. The relationship between the dependent measures (Wellbeing, quality & quantity of social interaction and community life) and some demographic variables was explored. As such correlational analyses were performed on the data. Pearson Correlations were used in analyzing the relationships between seven of the demographic variables (sex, age, ethnic, education, occupation, marital status and living arrangement) and the dependent measures.

a) Perceived Well Being: For the experimental group, being female ($r= .19$; $p= .03$) and white ($r= .18$; $p= .04$) seemed related to a positive sense of life satisfaction. This means that in our sample the white females tended to be happier with their lives. However, those individuals having both more education and having had a higher occupational status were less likely to be happy with their life. It seemed surprising at first that the more educated a person was, the less happy they would be ($r= -.19$; $p= .03$).

In the active group the only significant correlation found between wellbeing and the selected demographics was the living arrangement variable ($r= -.36$; $p= .008$).

The correlation, however, is negative so that living unsupervised in one's own apartment is related to a low sense of life satisfaction, or looked at another way, those individuals living with relatives and/or being supervised, tended to be happier with their lives.

The Nonactives are the oldest group of the three, yet it was the only group where age made a difference in life satisfaction. Though not significant at the .05 level, the correlation was positive ($r = .21$; $p = .08$), so that the older individual tended to score higher on the life satisfaction scale. As in the Experimental group, education ($r = -.26$; $p = .04$) and occupation ($r = .47$; $p = .001$) are negatively correlated with life satisfaction, so that here again the more educated individual is less happy with life. The living arrangement variable is also negatively correlated ($r = -.31$; $p = .02$) indicating that in this group - as in the Active group - living in one's own apartment is likely to correlate with lower life satisfaction. This low life satisfaction could be related to loneliness, however equivalent scores on the social network scale for all three groups, (48.4, 48.5, 44.2, Ex., Active, NonAct, respectively) makes this unlikely.

b) Social Network and Quality of Social Interaction: For all three groups, social network is highly dependent

on living arrangement (for all groups - r= .47; p= .0001). The correlation is positive, so that those living in their own apartment would be found to interact with their social network (family and friends) more frequently. Marital status is highly correlated with network activities for the Experimental group (r= -.30; p= .002) and for the Active group (r= -.47; p= .0001) but not for the Inactives (r= -.09; p= .26). In both the Experimental group and the Active group, however, the negative correlation indicates that those who were married or single tended to interact with family and friends more. It also seems reasonable that the inactive group - being older and more widowed - would have a smaller network due to deaths of friends and family.

A high score of the Social Interaction Scale is interpreted as a situation where an individual both seeks out people for closeness, advice, a "good talk", a good time, moral support, to "feel good" and seeks out a husband or relative rather than a neighbor or no one at all. The data shows that high performance on this scale is highly related to living in one's own apartment (for all groups - r= .25; p= .001) and - in the Exp and Active groups - to being married

(r= -.40; p= .001 and r= -.24; p= .05) respectively).

2) Correlations Between Wellbeing and Social Behaviors (Network and Interaction) or

WHAT DOES AFFECT LIFE SATISFACTION?

In hopes of finding an answer to this question, we looked for possible relationships between Wellbeing and Social Interactions. Though not a significant correlation in the Exp group, all groups have a negative correlation between Life Satisfaction and Social Network (Exp - .39, Active = r= -.44; p= .001, NonAct = r= -.42; p= .002). This could be interpreted to mean that a high sense of life satisfaction is not related to having a large social network or that feeling good about oneself is not directly related to the number of times one sees a friend or pays a visit to a relative. Looking at the other social variables gave no better answer to this question of what caused a sense of life satisfaction.

However, one qualitative aspect of social interaction that seemed highly significant to the number of times one interacts within the social network was the reciprocity in the relationship. For all three groups (Exp - r= .45; p= .0001, Active - r= .33; p= .01, NonAct - r= .37; p= .006) having a reciprocal relationship (one where there is equal exchange of socio-emotional support) correlated with having

a larger and active social network. Clearly relationships where one borrows a cup of flour has no bearing on eating, visiting or celebrating with family or friends, on the other hand it seems that having reciprocal relationships could be the impetus for expanding one's social network.

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